

United States District Court
Western District of Wisconsin
Theresa M. OwensFiled/Received
02/07/2006 03:13:01 PM CST

ELEMENTARY SCHOOL RECORD

GRADE ENROLLED	Kdgn.	1	2	3	4	5	6th	APTITUDE OR SPECIAL INTERESTS ENTER DATA WITH DATES				TRANSFER, WITHDRAWAL, RE-ENTRY RECORD			
NAME OF TEACHER	Young	Alley	Zellner	Mai	Cosky	Young	Smith					DATE	T-W-R	FROM OR TO	REASON
BUILDING	Jefferson	Jefferson	Jefferson	Lincoln	Lincoln	Lincoln	Lincoln								
SCHOOL YEAR	1974-75	75-76	76-77	77-78	78-79	79-80	80-81								
SEMESTER															
READING		S	S	2 St	10 B	12 A									
LANGUAGE ARTS		S	E	E	A-	B+	A-								
SCIENCE		S	S	St	B+	A	A-								
MATHEMATICS		S	E	2 St	A	A-	A								
SPELLING		S	E	2 S	B	A-	A-								
SOCIAL STUDIES		S	E	S	B	A-	A-								
HISTORY															
HANDWRITING		E	F	St	S	S	S								
MUSIC		S	S	S	S	S	S								
AGRICULTURE															
HEALTH		S	E	E	B+	B	A								
ART		S	S	S	S	S	S								
PHY. ED.		S	S	S	S	S	Ex								
SCHOOL ATTITUDE	S	S	E		Good	Ex									
EFFORT IN WORK	S	S	E		Good	Ex									
DAYS ABSENT	1	3 1/2	0	0	10	1									
TIMES TARDY	0	0	1	0	0										
PROMOTED TO	1st Gr	2nd	3rd	4th	5	6th	7th								

*1. ILLNESS; 2. DEATH; 3. CHANGE OF ADDRESS; 4. WORK;
5. OVER SCHOOL AGE; 6. EXPULSION; 7. INSTITUTIONALIZED;
8. PROMOTED; 9. OTHER.

CREDITS SENT TO

EMPLOYMENT CERTIFICATE

PHOTOGRAPH WITH DATE
FINGERPRINTS, OR OTHER
IDENTIFICATIONRECEIVED
OCT 25 2004
Disability Services

EDUCATIONAL TESTS AND EVALUATIONS

NAME	SCORE TYPE	VOCAB.	GE	NATL. PR-S	LOC. PR-S	SCALED SC	NO. RT.	STANFORD Achievement Test - 1973 Edition	GRADE	TEST DATE	AGE	FM	NATL. NORMS	STANFORD Achievement Test - 1973 Edition	GRADE	TEST DATE	AGE	FM	NATL. NORMS
Scheibe, Trenton	2.0	2.3	2.3	2.2	2.4	3.0	3.0	3.0	3.0	3-31-76	7YR. 3Mo	20	60	60	60	60	60	60	60
Jefferson	4.0	4.0	3.5	4.8	4.8	5.0	5.0	5.0	5.0	4-18-77	8YR. 1Mo	20	80	80	80	80	80	80	80

[illegible]

PERSONALITY PROFILE														GUIDANCE DATA AND RECOMMENDATIONS		
	KGN.	1	2	3	4	5	6	7	8	9	10	11	12	DATE		
COURTESY	S															
COOPERATION	S															
LEADERSHIP	S															
RELIABILITY	S															
SELF CONTROL	S															
APPEARANCE	S															
POSTURE	S															

NAME Scheibe, Trent STANDARDIZED EDUCATIONAL TESTS SENIOR HIGH

Stanford		TEST OF ACADEMIC SKILLS										
PSY		SCHEIBE TRENT J		SCORE TYPE		READING COMP	READING VOCAB	SPELLING	ENGLISH	MATH	SOCIAL SCIENCE	SCIENCE
GRADE 9	AGE 15-3	GR 9	NORMS GR 9.8	RS/NO	POSS	46/ 50	35/ 37	37/ 40	51/ 54	46/ 48	48/ 50	49/ 50
		LEVEL TASK 1	FORM E	NAT'L	PR-S	83 - 7	83 - 7	77 - 7	93 - 8	97 - 9	95 - 8	99 - 9
		STUDENT NO		LOCAL	PR-S	78 - 7	63 - 6	61 - 6	87 - 8	93 - 8	91 - 8	95 - 8
		OTHER INFO		GRADE	EQUIV	PHS	PHS	PHS	PHS	PHS	PHS	PHS
		TEST DATE	3/30/84									
		USING INFO		TOTAL ENGLISH	BASIC BAT TOT	COMPLETE BAT TOT						
		RS/NO	POSS	40/ 41	88/ 94	215/229						
		NAT'L	PR-S	98 - 9	83 - 7	93 - 8						
		LOCAL	PR-S	95 - 8	79 - 7	87 - 8						
		GRADE	EQUIV	PHS	PHS	PHS						

GRADE 10

GRADE 11

STUDENT NAME		YEAR	GRADE	VERBAL	VERBAL	MATH	MATH	SELECTION	SEL. IND.	LAST			
SCHEIBE TRENT J		J	85 JR	47	72	52	146	75		SCHEIBE TRENT J			
PSAT/RMSOT										TEST DATE MAY 86 11			
NAME OF STUDENT										GRADE 47 620 59			
The American College Testing Program										ACH 1 ACH 2 ACH 3			
ACT										ADMISSIONS TESTING PROGRAM			
STANDARD SCORES										The College Board			
ENG	MA	SS	SS	SS	SS	SS	SS	SS	SS				
28	28	24	27	27									
COLLEGE BOUND PERCENTILES													
ENG	MA	SS	SS	SS	SS	SS	SS	SS	SS				
97	92	79	81	92									

GRADE 12

Stanford		TEST OF ACADEMIC SKILLS										
PSY		SCHEIBE TRENT J		SCORE TYPE		READING COMP	READING VOCAB	SPELLING	ENGLISH	MATH	SOCIAL SCIENCE	SCIENCE
GRADE 12	AGE 17-3	GR 12	NORMS GR 11.8	RS/NO	POSS	44/ 50	34/ 37	34/ 40	49/ 54	46/ 48	49/ 50	45/ 50
		LEVEL TASK 2	FORM E	NAT'L	PR-S	70 - 6	78 - 7	71 - 6	91 - 8	97 - 9	99 - 9	85 - 7
		STUDENT NO		LOCAL	PR-S	65 - 6	75 - 6	68 - 6	91 - 8	93 - 8	95 - 8	80 - 7
		OTHER INFO		GRADE	EQUIV	PHS	PHS	PHS	PHS	PHS	PHS	PHS
		TEST DATE	3/25/86									
		USING INFO		TOTAL ENGLISH	BASIC BAT TOT	COMPLETE BAT TOT						
		RS/NO	POSS	29/ 30	83/ 94	207/229						
		NAT'L	PR-S	98 - 9	86 - 7	85 - 7						
		LOCAL	PR-S	90 - 8	83 - 7	80 - 7						
		GRADE	EQUIV	PHS	PHS	PHS						

LAST		FIRST		M.I.	
SCHEIBE		TRENT			
TEST DATE		GRADE			
NOV 86 12		490 51 48 680 54			
ADMISSIONS TESTING PROGRAM		ACH 1 ACH 2 ACH 3			
The College Board					

Scheibe, Trenton James
STUDENT

FINAL GRADE RECORD OF PUPIL
(OFFICE)

SUBJECT	Kindergarten Year 74-75	First Grade Year 75-76	Second Grade Year 76-77	Third Grade Year 77-78	Fourth Grade Year 78-79	Fifth Grade Year 79-80	Sixth Grade Year 80-81
Reading		S	S	2 St	2 St B	2 St B+	2 St A-
Spelling		S	E	2 S	B	A-	A-
Lang. or Gr.		S	E	E	A-	B+	A-
Geography			-				
Arithmetic		S	E	2 St	A-	A-	A
Art		S	S	S	S	S	S
Writing		E	E	St	S	S	S
Music		S	S	S	S	S	S
History			-				
Sci.		S	S	St	B+	A-	A-
Soc. St.		S	E	S	B	A-	A-
Physical Ed.		S	S	S	E	S	E
Health		S	E	E	B+	B	A
Date Promoted	6/3/75	5/28/76	6/3/77	5/31/78	5/25/79	5-29-80	5-29-81
Teacher	McYoung	Alley	Joe Olson	Mai	CASKEY	Kraus	D. Reinhardt
Days Absent	1	3 1/2	0	0	10	1	1/2
Times Tardy	0	0	1	0	0		0
Conduct	Good	Good	Good			Good	—
Health	Good	Good	Good			Good	—

Parent or Guardian Scheibe, Paul
Permanent Address 305 E. 25th. St.
Date of Birth, Month 12 Day 19 Year 68
Place Sheboygan, Wis.

EXTRA-CURRICULAR ACTIVITIES

ACTIVITY	9	10	11	12	SPECIAL HONORS
BASEBALL	✓				
BASKETBALL	✓	✓	✓	✓	
CROSS COUNTRY					
FOOTBALL	✓	✓	✓	✓	Tyson Award MVP-9
GOLF					
SWIMMING					
TENNIS					
TRACK		✓	✓	✓	
WRESTLING					
AFS CLUB					
ANNUAL					
CHEERLEADER					
CLASS OFFICER		✓			Env
DRAMATICS					
FORENSICS					
NEWSPAPER		✓	✓	✓	News Editor
FHA					
FFA					
Scouting	✓	✓	✓		Eagle Scout Belgium Region Leadership Award

Explorers

Junior Prom King

Marquette University Scholarship

Marshfield Student Council Scholarship

Marshfield Journalism Scholarship

President's Academic Fitness Award

M.T.A. Honor Roll Award 40+ (7sem)

Youth Rotar-12

Driver Training Certification
 30 Hours Classroom Instruction
 6 Hours
 Behind the Wheel Practice

Date 7-15-85

ACTIVITY	9	10	11	12	SPECIAL HONORS
GYMNASTICS					
GERMAN CLUB					
FRENCH CLUB					
M CLUB			✓	✓	
NH SOCIETY			✓	✓	Senior Coordinator
SCHOOL FOREST	✓				
STUDENT COUNCIL	✓	✓	✓	✓	Treas.
RADIO CLUB					
VOLLEYBALL					
PEP CLUB					
DECA CLUB					
MADRIGAL					
SOLOS			✓		
ENSEMBLES			✓		State 1st
FBLA					
POM PON					
EMPLOYMENT	✓	✓			
LIBRARY CLUB					
HOCKEY	✓				Most Valuable Player



Office of the Reg.
MU Marquette University
Milwaukee, Wisconsin

S-100 **SCHEIBE** **TRENTON** **JAMES**
SURNAME FIRST NAME SECOND NAME

Entrance Information

Identifier **397-88-7293**
Sex **MALE**
Date of Birth **DECEMBER 19, 1968**
Place of Birth **SHEBOYGAN, WI**
High School of Graduation **MARSHFIELD SENIOR HIGH SCHOOL**
MARSHFIELD, WI 54449
H.S. Graduation Date **JUNE, 1987**

SAT - Verbal **490**
- Math **680**
ACT - English **28**
- Math **28**
- Soc. Sci. **24**
- Nat. Sci. **27**
- Composite **27**

Advanced Standing

Summary of Degree Credits

Marquette / Transfer

Advanced Standing

Total

O.P. Hours	Degree Hours	Quality Points
130.0	131.0	459.0
130.0	131.0	459.0

Admitted into College/Program

BUSINESS ADMINISTRATION DAYDegree/Non-Degree
DEGREEDate
AUGUST, 1987

Graduation Summary

Degree **HONORS BACHELOR OF SCIENCE**Date **MAY 19, 1991**Major(s) **ACCOUNTING**

Minor(s)

Honors **Summa Cum Laude**

Rank in Class

G.P.A. **3.530**

Dept	Course Number	Title Of Course	Grade	O.P. Hours	Degree Hours	Quality Points	Dept	Course Number	Title Of Course	Grade	O.P. Hours	Degree Hours	Quality Points
FIRST SEMESTER 1987-88							SECOND SEMESTER 1988-89						
BUEX	001	ORIENTATION-BUS. ADM	S		1		ACCO	121	ADV ACCOUNTING 1	B	3	3	9.00
* ENGL	005	MAN AND MYTH 1	AB	3		10.50	ECON	127	LEGAL ENVIRON BUSIN	B	3	3	9.00
* HIST	001	GROWTH WEST CIVIL 1	B	3		8.00	ACCO	132	COST ACCOUNTING	B	3	3	9.00
MANA	030	BUSINESS INFO SYSTS	A	3		12.00	ECON	110	INTER MICROECON ONLY	AB	3	3	12.00
MSCS	070	FINITE MATHEMATICS	A	3		12.00	* THEO	197	COLLOQUIUM	AB	3	3	10.50
SPAN	003	INTERMEDIATE 1	A	3		12.00			KINGDOM & COMMUNITY				10.50
				15.0	16.0	55.50					16.0	16.0	51.00
SECOND SEMESTER 1987-88							FIRST SEMESTER 1989-90						
* ENGL	006	MAN AND MYTH 2	AB	3		10.50	ACCO	122	ADV ACCOUNTING 2	AB	3	3	10.50
* HIST	002	GROWTH WEST CIVIL 2	AB	3		10.50	ACCO	128	BUSINESS LAW	AB	3	3	10.50
MANA	025	BUSINESS STATISTICS	A	3		12.00	FINA	180	INTRO FINANCIAL MGT	B	3	3	9.00
MSCS	071	ELEMENTS OF CALCUL	A	3		12.00	MARK	140	INTRO TO MARKETING	AB	3	3	12.00
* POSC	060	INTERNATIONAL POL	AB	3		10.50	PHIL	105	CONTEMP ETHICAL PROB	B	3	3	9.00
SPAN	004	INTERMEDIATE 2	A	3		12.00					15.0	15.0	51.00
				18.0	18.0	67.50							
FIRST SEMESTER 1988-89							SECOND SEMESTER 1989-90						
ACCO	030	PRIN FINANCIAL ACCT	A	3		12.00	ACCO	122	ADV ACCOUNTING 2	AB	3	3	10.50
ECON	043	PRIN MICROECONOMICS	A	3		12.00	ACCO	128	BUSINESS LAW	AB	3	3	10.50
MANA	026	INTERMED BUSIN STAT	A	3		12.00	FINA	180	INTRO FINANCIAL MGT	B	3	3	9.00
* PHIL	050	PHIL OF HUMAN NATURE	B	3		9.00	MARK	140	INTRO TO MARKETING	AB	3	3	12.00
POSC	020	AMERICAN POLITICS	AB	3		10.50	PHIL	105	CONTEMP ETHICAL PROB	B	3	3	9.00
* THEO	001	INTRO TO THEOLOGY	A	3		12.00					15.0	15.0	51.00
				18.0	18.0	67.50							

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MU Marquette University

SCHEIBE TRENTON JAMES

Course Number	Title Of Course	Grade	C.P. Hours	Degree Hours	Quality Points	Dept.	Course Number	Title Of Course	Grade	C.P. Hours	Degree Hours	Quality Points
FIRST SEMESTER 1990-91												
ACCO 133 *	AUDITING PRIN/PROCED	B	3	3	9.00							
ACCO 134 *	INDIVID INCOME TAX	B	3	3	9.00							
ACCO 140 *	FINANCIAL STATEMENTS	AB	3	3	10.50							
MANA 170 *	OPERATIONS MGT	A	3	3	12.00							
MANA 181	BUSIN & ITS ENVIRON	B	3	3	9.00							
			15.0	15.0	49.50							

115-116-405.62

SECOND SEMESTER 1990-91												
ACCO 135	TAX CORP/PART/TRUSTS	B	3	3	9.00							
ACCO 143 *	ACCOUNTING THEORY	AB	3	3	10.50							
FINA 187 *	CASES IN FINAN MGT	AB	3	3	10.50							
MANA 160	MGT HUMAN RESOURCES	A	3	3	12.00							
MANA 182	BUSINESS POLICIES	A	3	3	12.00							
			15.0	15.0	54.00							

130-131-459.62

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ISSUED TO STUDENT

MEMORANDA *HONORS courses

OCT 29 1996

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AUTHORIZATION OF THE REGISTRAR.

Christine J. Smith
UNIVERSITY REGISTRAR

HEIBE

TRENT ON

JAMES

CARD 2

OFFICE OF THE REGISTRAR

MU Marquette University

Milwaukee, WI 53233

IDENTIFICATION NUMBER: 397-88-7293
 SEX: M
 DATE OF BIRTH: DECEMBER 19, 1968
 PLACE OF BIRTH: SHEBOYGAN, WI

LAW SCHOOL RECORD

COLLEGE ATTENDED: MARQUETTE UNIVERSITY
 DATES ATTENDED: 8/87-5/91
 UNDERGRADUATE DEGREE: BACHELOR OF SCIENCE
 DATE CONFERRED: MAY 19, 1991
 MARQUETTE UNIVERSITY

MATRICULATED: AUGUST, 1991
 ADVANCED STANDING CREDITS: ACCEPTED FROM: _____
 SEMESTER HOURS: _____
 DEGREE GRANTED: _____
 DATE GRANTED: _____
 ADMITTED TO BAR: _____
 WISCONSIN SUPREME COURT: _____

Course Number	Section	Grade	Semester Hours Attempted	Semester Hours Earned	Grade Points	Course Number	Section	Grade	Semester Hours Attempted	Semester Hours Earned	Grade Points
FIRST SEMESTER 1991-92						SUMMER SESSION 1 1992					
LAW 500	LGL REAS/RSCH/WRIT 1	AB	2	2	7.00	CHEM 001	GENERAL CHEMISTRY 1	AB	4	4	14.00
LAW 504	CONTRACTS 1	B	3	3	9.00	PHYS 001	GENERAL PHYSICS 1	AB	4	4	14.00
LAW 506	CRIMINAL LAW	AB	3	3	10.50						
LAW 507	PROPERTY 1	B	3	3	9.00						
LAW 509	TORTS 1	B	3	3	9.00						
TERM AVERAGE			=	3.178	16.0	16.0	TOTAL AVERAGE			=	3.083
TOTAL AVERAGE			=	3.178	14.0	14.0					30.0
					44.50						92.50
SECOND SEMESTER 1991-92											
LAW 501	LGL REAS/RSCH/WRIT 2	B	1	1	3.00						
LAW 502	CIVIL PROCEDURE 1	B	3	3	9.00						
LAW 503	CONSTITUTIONAL LAW 1	B	3	3	9.00						
LAW 505	CONTRACTS 2	BC	3	3	7.50						
LAW 508	PROPERTY 2	AB	3	3	10.50						
LAW 510	TORTS 2	B	3	3	9.00						
TERM AVERAGE			=	3.000	16.0	16.0					
TOTAL AVERAGE			=	3.083	30.0	30.0					
					48.00						
					92.50						

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UNIVERSITY REGISTRAR



Marquette University

Office of the Registrar
Milwaukee, Wisconsin 53201-1881

A transcript is official when it bears an embossed University seal
and the signature of the University Registrar.

Student Name: TRENTON JAMES SCHEIBE

Identification #: 397-88-7293

Date Issued: October 29, 1996

Page: 1 of 1

Send To:
TRENTON JAMES SCHEIBE
4211 CLAY HILL
APARTMENT #810
HOUSTON TX 77084
ISSUED TO STUDENT

RECEIVED

OCT 25 2004

Disability Services

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FALL TERM 1992				
Course	Title	Credit	Grade	Note
LAW 583	JUDICIAL INTERN TRIAL	2.0	W	
Withdraw Course on 09/18/92				
LAW 520	TRUSTS AND ESTATES	3.0	B	
LAW 516	EVIDENCE I	3.0	C	
LAW 517	PROF. RESPONSIBILITY	3.0	B	
LAW 511	CIVIL PROCEDURE 2	3.0	B	
Semester Totals: 12.0 Hours, 12.0 Earned, 33.00 Quality Pts, 2.750 GPA				

End of Course Listing

End of Transcript

OCT 29 1996

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TO WITHDRAW AW IS INDICATED

Christina J. Scheibe
UNIVERSITY REGISTRAR

UNIVERSITY OF HOUSTON

Houston, Texas 77204-2161

ACADEMIC TRANSCRIPT

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10/25/96
PAGE 1

Trenton James Scheibe

4211 Clay Hill Dr # 810
Houston, TX 77084-4092

DOB: 12/19/1968

SSN: 397-88-7293

*** Transcript issued to Student.

TOTAL TRANSFER LAW HOURS = 42.00

ATTENDED: MARQUETTE UNIVERSITY

RECEIVED: BACHELOR OF SCIENCE
MARQUETTE UNIVERSITY

05/19/1991

PRING SEMESTER 1993 LA LAW
LAW 5308 OCCUPATIONAL HEALTH LAW 3.00 B-
LAW 5315 LAW AND MEDICINE 3.00 B-
LAW 5334 HEALTH LAW CLINIC I 3.00 S
LAW 5376 COMMERCIAL TRANSACTIONS 3.00 C+
LAW 5421 BUSINESS ORGANIZATIONS 4.00 B-

LAW HRS ATMP1= 16.00 HRS CMPLT= 16.00 GRADE POINTS = 33.69 GPA = 2.59

FALL SEMESTER 1993 LA LAW
LAW 5220 PROCDURE III 2.00 B
LAW 5369 INSURANCE 3.00 C+
LAW 5383 FAMILY LAW 3.00 C-
LAW 5459 FEDERAL INCOME TAX 4.00 C
LAW 7255 SEM. HEALTH CARE/POLICY 2.00 B
LAW 7397 SEM. LEGAL ASPECTS OF BIOETHICS 3.00 B

LAW HRS ATMP1= 17.00 HRS CMPLT= 17.00 GRADE POINTS = 41.00 GPA = 2.41

SPRING SEMESTER 1994 LA LAW
LAW 5112 MOCK TRIAL 1.00 S
LAW 5304 CRIMINAL PROCDURE 3.00 C
LAW 5382 ADMINISTRATIVE LAW 3.00 C+
LAW 5386 TRIAL ADVOCACY 3.00 B
LAW 5397 LANDLORD AND TENANT 3.00 C

**** CONTINUED ON NEXT PAGE ****

UNIVERSITY OF HOUSTON

Houston, Texas 77204-2161

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Trenton James Scheibbe

SSN: 397-88-7293

10/25/96
PAGE 2

SPRING SEMESTER 1994 CONTD.

LAW HRS ATTEMPT= 13.00 HRS CMPLT= 13.00 GRADE POINTS = 27.99 GPA = 2.33

DOCTOR OF JURISPRUDENCE

MAJOR: LAW

AWARDED 05/18/1994

FALL SEMESTER 1995 LA LAW

CHEM3331

FUND OF ORGANIC CHEM

3.00 F

UNGR HRS ATTEMPT= 3.00 HRS CMPLT= 0.00 GRADE POINTS= 0.00 GPA= 0.00

LAW CUMULATIVE TOTALS

HRS ATTEMPT= 46.00 HRS COMPLETED = 46.00 GRADE POINTS = 102.68 GPA = 2.44

UNDERGRADUATE CUMULATIVE TOTALS

HRS ATTEMPT= 3.00 HRS COMPLETED = 0.00 GRADE POINTS = 0.00 GPA = 0.00

**** END OF TRANSCRIPT ****

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END OF RECORD

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COLLEGE ADMITTED MARQUETTE UNIVERSITY

UNIONBGAUATE OFFICIAL TRANSCRIPTION

WILMA DREW WISCONSIN

98/62 煙

·BROWN MARK MAY INDICATE UNAUTHORIZED ALTERATION – CALL UWM IF ALTERATION IS SUSPECTED

The University of Texas Health Science Center at Houston
P.O. Box 20086, Houston, Texas 77225

NAME: TRENTON JAMES SCHEIBE
SID: 397-88-7293
BIRTH: 1968/12/19

PAGE: 1 OF 1
OCTOBER 13, 2003

COURSE DESCRIPTION GRADE HOURS

DEGREES AWARDED

DOCTOR OF MEDICINE
CONFERRED 2002/08/31

COURSE DESCRIPTION GRADE HOURS

MEDICAL YEAR 1997 - 1998

COURSE	DESCRIPTION	GRADE	HOURS
BSCI 1003	MEDICAL SCHL MDMED		
BSCI 1004	DEVELOPMENTAL ANATOMY	P	
BSCI 1004	HISTOLOGY	MP	
BSCI 1006	HISTOLOGY REMEDIATION	P	
BSCI 1006	NEUROSCIENCE	MP	
BSCI 1006	NEUROSCIENCE REMED	F	
BSCI 1010	IMMUNOLOGY	P	

MEDICAL YEAR 1998 - 1999

COURSE	DESCRIPTION	GRADE	HOURS
BSCI 1001	MEDICAL SCHL MDMED		
BSCI 1002	BIOCHEMISTRY	P	
BSCI 1005	GROSS ANATOMY	P	
BSCI 1006	MICROBIOLOGY	P	
BSCI 1007	NEUROSCIENCE REPEAT	P	
BSCI 1007	PHYSIOLOGY	P	
BSCI 1011	INTRO CLINICAL MEDICINE	HP	

MEDICAL YEAR 1999 - 2000

COURSE	DESCRIPTION	GRADE	HOURS
BSCI 2001	MEDICAL SCHL MDMED		
BSCI 2004	BEHAVIORAL SCIENCES	P	
BSCI 2005	PATHOLOGY	P	
BSCI 2005	PHARMACOLOGY	MP	
BSCI 2005	PHARMACOLOGY REMED	P	
BSCI 2007	GENETICS	P	
BSCI 2008	PHYSICAL DIAGNOSIS	P	
BSCI 2009	FUNDAMENTAL CLIN MEDICINE	HP	
BSCI 2025	REPRODUCTIVE BIOLOGY	P	
TSKI 2001	TECH SKILLS (PASS/FAIL)	P	

MEDICAL YEAR 2000 - 2001

COURSE	DESCRIPTION	GRADE	HOURS
INTM 3001	MEDICAL SCHL MDMED		
OBGY 3001	MEDICINE	MP	
PED 3001	OBSTETRICS/GYNECOLOGY	P	
PSYC 3001	PEDIATRICS	P	
RAD 3001	PSYCHIATRY	HP	
SURG 3001	RADIOLOGY (P, F ONLY)	P	
	SURGERY	P	

MEDICAL YEAR 2001 - 2002

COURSE	DESCRIPTION	GRADE	HOURS
AWAC 4001	MEDICAL SCHL MDMED		
FAPR 3001	ELECTIVE PRIVATE MD	H	
FAPR 4000	FAMILY PRACTICE	HP	
INFD 4001	REQUIRED FAMILY PRACTICE	P	
INTM 3001	PEDI/ADULT INFD-HRMN/LBJ	HP	
INTM 3001	MEDICINE REMEDIATION	F	
INTM 3001	MEDICINE REPEAT	HP	
JUR 4001	MED JURISPRUDENCE	P	
NEUR 4000	REQUIRED NEUROLOGY	HP	
PATH 4001	REQUIRED SURGERY	P	
RAD 4010	EMERGENCY RADIOLOGY	P	
SURG 4013	PLASTIC SURGERY	P	
TSKI 4001	TECH SKILLS (PASS/FAIL)	P	

MEDICAL YEAR 2002 - 2003

COURSE	DESCRIPTION	GRADE	HOURS
INTM 4000	MEDICAL SCHL MDMED		
PATH 4007	REQUIRED MEDICINE	HP	
	CLINICAL PATHOLOGY	P	

END OF ACADEMIC RECORD

NO FURTHER ENTRIES IN THIS COLUMN

** - INDICATES "IN PROGRESS" DURING THIS ACADEMIC PERIOD

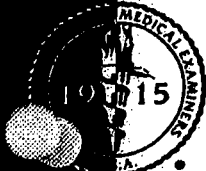
In accord with the Family Rights and Privacy Act of 1974, this information is being released on the condition that you will not permit any other party to have access to this transcript without written consent of individual involved.

This official university transcript is printed on secured paper and does not require a raised seal.

Lois B. Monroe
Lois B. Monroe, Registrar



DOCUMENT SUPPLEMENTED ON BACK LIQUID BLEACH WILL TURN AN OFFICIAL DOCUMENT BROWN



National Board of Medical Examiners
3750 Market Street
Philadelphia, PA 19104-3102
215.590.9500

-Confidential-

October 27, 2004

Trenton J. Scheibe
1529 N Peach Ave
Marshfield, WI 54449

RE: USMLE Step 2 CK

USMLE ID#: 5-058-603-1

Dear Mr. Scheibe:

The National Board of Medical Examiners (NBME) processes requests for test accommodations on behalf of the United States Medical Licensing Examination (USMLE) program. We have received your request for test accommodations for Step 2 Clinical Knowledge (CK). This letter serves as your acknowledgement that the processing of your request has begun.

We will review the documentation received with your request and will contact you if any additional information is necessary. You can find information about test accommodations on USMLE and guidelines for submitting requests at www.usmle.org. When our review of your request is complete, you will be advised in writing of the decision.

Please note that if your eligibility period begins before a decision regarding your accommodations is made, we will extend your eligibility period for a full three months. You may decline this extension in your eligibility period, by contacting your case coordinator.

To protect your confidentiality, we do not provide information concerning the decision by telephone. However, if you have any other questions, you may call me at (215) 590-9509.

Sincerely,

A handwritten signature in black ink, appearing to read "Joy C. Orlemann", is written over a horizontal line.

Joy C. Orlemann
Case Coordinator, Disability Services

JO/rb

Disability Services
215-590-9509
215-590-9422 (Fax)

Exhibit No. 11



National Board of Medical Examiners®
3750 Market Street
Philadelphia, PA 19104-3102
215.590.9500

-Confidential-

November 10, 2004

Trenton J. Scheibe
1529 N Peach Ave
Marshfield, WI 54449

RE: USMLE Step 2 CK

USMLE ID#: 5-058-603-1

Dear Mr. Scheibe:

We have conducted a preliminary review of your request for test accommodations for the United States Medical Licensing Examination (USMLE) Step 2 Clinical Knowledge (CK). However, the information you submitted is incomplete and we are therefore unable to make an informed decision about your request at this time.

In order for us to accurately evaluate your request, please have your evaluator, Dr. Fred W. Theye, provide *age-based standard scores* for all *Woodcock-Johnson III (WJ-III)* academic achievement tests and subtests administered during your August 2004 neuropsychological evaluation. This information will assist us in determining whether you are a covered individual as defined by the Americans with Disabilities Act and if so, what accommodations would be appropriate.

Please refer to the USMLE Guidelines for a comprehensive description of how to document a need for accommodation and discuss this information with your evaluators to assist you in compiling complete and comprehensive documentation. The Guidelines may be accessed on the National Board of Medical Examiners website at www.nbme.org. Click on "The United States Medical Licensing Examination (USMLE)," then choose "USMLE Test Accommodations for Step 1, Step 2 CK & Step 2 CS Applicants."

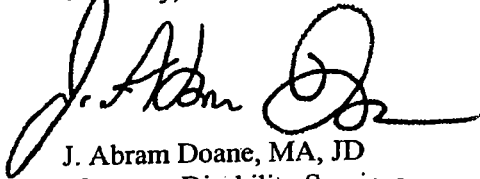
We will place your request for accommodations on hold until we receive sufficient additional documentation or your current eligibility period expires, whichever is sooner. Your current eligibility period ends on January 31, 2005. If you will not be able to provide additional information by this date, please contact your case coordinator, Joy C. Orlemann, at 215-590-9509. If we do not receive additional information from you before the end of your eligibility period, upon the expiration of your eligibility period your request for test accommodations will be cancelled and your registration will be processed under standard conditions. If you do not plan to submit more information and would like your registration released prior to the expiration of your eligibility period, please fax a statement to that effect to 215-590-9422 and call 215-590-9509 to confirm receipt.

Please send additional information to:

USMLE Disability Services
3750 Market Street
Philadelphia, PA 19104

You may fax your material to 215-590-9422. Please call 215-590-9509 to verify receipt.
If you have any other questions, please contact your case coordinator at 215-590-9509.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Abram Doane", with a stylized flourish at the end.

J. Abram Doane, MA, JD
Manager, Disability Services
ADA Compliance Officer, Testing Programs

JO



MARSHFIELD CLINIC.

FOR THE 2001-2002

NEUROSCIENCE

November 23, 2004

Trenton James Scheibe
1529 N Peach Ave
Marshfield WI 54449

RE: Trenton Scheibe
MHN: 264213
DOB: 12/19/1968

Dear Dr. Scheibe

This letter is being written in response to your request. I understand that the National Board of Medical Examiners have requested age-based standard scores for the Woodcock-Johnson Achievement Test. Below please find those scores:

Letter Word Identification 105
Reading Fluency 101
Math Fluency 113
Spelling 115
Writing Fluency 124
Passage comprehension 116

I hope this information will be of assistance to you in your application. If you have any need for further information, please feel free to contact me.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Fred W. Theye".

Fred W. Theye, Ph.D.
Department of Clinical Neuropsychology

FWT:mm

www.marshfieldclinic.org



National Board of Medical Examiners®
3750 Market Street
Philadelphia, PA 19104-3102
215.590.9500

-Confidential-

December 7, 2004

Trenton J. Scheibe
1529 N Peach Ave
Marshfield, WI 54449

RE: USMLE Step 2 CK

USMLE ID#: 5-058-603-1

Dear Mr. Scheibe:

This letter is pursuant to our telephone conversation on November 30, 2004 and your subsequent request on December 2, 2004 to have this information in writing to show to your evaluators.

Please have your evaluator, Dr. David Lachar, submit scaled scores for the *Nelson-Denny Reading Test* (NDRT) administered on your 2001 assessment. Additionally, all scores from the academic achievement tests for the 2001 evaluation should be reported using *age norms*. This information will assist us in determining whether you are a covered individual as defined by the Americans with Disabilities Act and if so, what accommodations would be appropriate.

Please send additional information to:

USMLE Disability Services
3750 Market Street
Philadelphia, PA 19104

You may fax your material to 215-590-9422. Please call 215-590-9509 to verify receipt.

If you have any other questions, please contact me at 215-590-9509.

Sincerely,

A handwritten signature in cursive script, appearing to read "Joy Orlemann", is written over a horizontal line.

Joy Orlemann
Case Coordinator, Disability Services
JO

Exhibit No. 14

Current Elect.

FAX 715-387-6222

PAGE 01

COVER SHEET
Personal & Confidential

TO: National Board of Medical Examiners

FROM: Trenton J. Scheibe

Attn: Joy Orlemann

FAX No.: 215-590-9422

PHONE/FAX: 715-387-3227

PAGES: 3 (including coversheet)

COMMENTS: Attached is the requested information from Dr. David Lachar.

RECEIVED
DEC 14 2004
Disability Services

RECEIVED: Tuesday, December 14, 2004 1:09 PM

From: David Lachar <David.Lachar@uth.tmc.edu>
 Sent: Wednesday, December 8, 2004 4:40 PM
 To: trent.scheibe@hotmail.com
 Subject: Your evaluation.

Dear Dr. Scheibe:

Perhaps you could forward this note to NRMBS. Otherwise I can fax something to them.

I am sorry to hear of your difficulties obtaining extended time to take Step 2. NRMBS appears to not want to make such a determination, and their consultant, Dr. Featherman, describes the necessary disability that would prevent even the most motivated student from completing medical school.

It is first very important for all to understand how one diagnoses a reading disability in an adult who is in medical school. That is, what does a problem reader look like all grown-up and able to function in a medical school? The most likely residual problem is a slow reading rate. What are you asking for? Help to compensate for your slow reading so that you will read every item - not easy items because you have a cognitive limitation. Anyone wishing to discuss this issue with a national expert in reading disability should consult with Dr. Jack Fletcher of our Pediatrics department, who provided this wisdom.

As to the report and the Nelson Denny. All scores were (if they were not so provided) converted to standard scores of $M + 100$ and $sd = 15$; this allows all values to be compared to the Wechsler IQ scores. In this way we compare a reading rate of approximately #1 (from my chart) to a verbal IQ of 113 (a 32-point difference). This is the demonstration that you read slowly, not that you can't understand the written word (who would want such a person practicing medicine?). As for the Nelson Denny for those who must have manual scores, see table on page 38 for end of four-year college: Reading rate = 185 = 10th percentile for college graduates (i.e. slow reader), Vocabulary = 74/80 = 248 (page 21) = 77th percentile (page 38), and Comprehension = 54 = 216 (page 21) = 23rd percentile, with Total = 128 = 234 (page 21) = 43rd

RECEIVED

DEC 14 2004

Disability Services

Sealed Score
fooled norms

<http://by101fd.bay101.hotmail.msn.com/cgi-bin/getmsg?curmbbox=00000000%2d0000%2d...> 11/30/04

residual in an otherwise bright individual. (Note that Mr. Doane is requesting the age standard scores of Dr. Theye's August 2004 evaluation, not mine.)

If this not sufficient, it would be interesting for the board to disclose the performance of graduating physicians who obtained extra time to complete Step 2. Who are these individuals and can they otherwise be expected to demonstrate the cognitive judgement to make competent clinical decisions? I'm willing to give my doctor more time to read a journal article or book, I'm not willing to have a doctor who has compromised analytic ability or judgment.

Cordially,

David Lachar, Ph.D.
Professor
University of Texas Mental Sciences Institute
1300 Moursund
Houston, Texas 77030
713 500-2600

<http://by101fd.bay101.hotmail.msn.com/cgi-bin/gctmsg?curmbox=00000000%2d00000%2d...> 11/30/04

RECEIVED
DEC 14 2004
Disability Services



THE UNIVERSITY of TEXAS
HEALTH SCIENCE CENTER AT HOUSTON
MEDICAL SCHOOL

DEPARTMENT OF PSYCHIATRY &
BEHAVIORAL SCIENCES

1300 Moursund
Houston, Texas 77030

713 500 2500
713 500 2530 fax

December 16, 2004

Joy Orlemann
Case Coordinator, Disability Services
National Board of Medical Examiners
3750 Market Street
Philadelphia, PA 19104-3102

RECEIVED

DEC 23 2004

Disability Services

RE: USMLE Step 2 CK ID# 5-058-603-1 (Trenton J. Scheibe)

Dear Ms. Orlemann:

This note is in response to your request to Mr. Scheibe of 7 December. Please note that I am not privy to any other evaluation of Mr. Scheibe.

Of first importance is to understand our use of "standard scores" on reports from our clinic. We have adopted the habit of transforming all ability and achievement scores into age standard scores with a mean of 100 and a standard deviation of 15.

As to your request for standard scores of the Nelson-Denny Reading Test administered fall of 2001 we have for college graduates the following:

Dimension <i>(manual page)</i>	Raw Score	"Standard Score" <i>(pp. 21 & 23)</i>	Percentile <i>(p. 38)</i>
Reading Rate	185	188	14th
Vocabulary	74	248	77th
Reading Comprehension	54	216	23rd
Total	128	234	43rd

It is very important for all to understand how one diagnoses a reading disability in an adult who is in (or better yet, has successfully completed) medical school. That is, what does a problem reader look like all grown-up and able to function in a medical school? The most likely residual problem is a slow reading rate. What narrow accommodation is being requested? Help to compensate for this slow reading rate so that the applicant will have the opportunity to at least read every item of the test when it is

Re: Trenton Scheibe December 16, 2004

2

administered (or at least to read the average number of items completed by candidates who successfully complete the test) -- not a different set of easier items because of a cognitive limitation (versus a residual processing deficit). Anyone wishing to discuss this issue with a national expert in reading disability should consult with Dr. Jack Fletcher of our Pediatrics department, who has provided this wisdom.

As to the second question, the report provides grade equivalents and age standard scores (there are no post-graduate standard scores). As noted in the report, the pattern of non-reading (mathematics) being one standard deviation above reading scores is consistent with a problematic residual in an otherwise bright individual.

If such data are deemed insufficient to allow this basic accommodation, it would be interesting for the board to disclose the performance of graduating physicians who have been given extra time to complete the Step 2 examination. Who are these individuals and can they otherwise be expected to demonstrate the cognitive judgment to make competent clinical decisions? I'm willing to give my doctor extra time to read a journal article or book; I'm not willing to rely on the medical decisions of a doctor who has compromised analytic ability or judgment.

Sincerely,



David Lachar, Ph.D.
Professor
University of Texas Mental Sciences Institute
1300 Moursund
Houston, Texas 77030
713 500-2600

cc: Trenton Scheibe, 1529 N. Peach Avenue, Marshfield, WI 54449

**National Board of Medical Examiners
Consultant Review Form**

Consultant: STEVEN G. ZECKER, PHD

Case Review Hours: 3.25

Due Date: 1/19/05

Conference Hours: 0

Examinee: Scheibe, Trenton James

USMLE Step 2 CK

USMLE ID#: 5-058-603-1

Diagnosis is NOT supported by the documentation

Accommodation is NOT supported and justified

RECEIVED

JAN 20 2005

Disability Services

Steven G. Zecker, Ph.D.
Clinical Psychologist
2103 Ridge Avenue
Evanston, Illinois 60201
(847) 866-6933

January 18, 2005

J. Abram Doane, M.A., J.D.
Manager, Disabilities Services
National Board of Medical Examiners
3750 Market Street
Philadelphia, PA 19104

Dear Mr. Doane:

I am writing concerning the materials submitted to your office by Trenton James Scheibe, M.D., who has requested special accommodations for taking Step 2 (Clinical Knowledge) of the United States Medical Licensing Exam (USMLE). Specifically, in his request, Dr. Scheibe indicates that he has been diagnosed with learning disabilities (reading disorder), and that because of these disabilities he requires an extended time (double-time) testing accommodation to allow him to successfully complete Step 2 (CK) of the USMLE. Dr. Scheibe reports that he has a history of having received a similar accommodation during his medical school career at the University of Texas-Houston Medical School.

In support of his request for an extended time accommodation, Dr. Scheibe has submitted considerable supporting documentation, including 1) a personal statement, dated 10-19-04, indicating his reasons for submitting this request; 2) Dr. Scheibe's completed "Request for Test Accommodations" form, dated 10-19-04; 3) a 'Questionnaire for USMLE Step 1 and Step 2 Applicants Requesting Test Accommodation' form, completed and signed by Dr. Scheibe on 1/6/03; 4) a 'Certification of Prior Test Accommodations' form, dated 1-6-03, from M.C. McNeese, Associate Dean of Student Affairs at the University of Texas-Houston Medical School, verifying that Dr. Scheibe had received an extended time accommodation while a student in medical school; 5) the results of a psychological assessment conducted in September and October 2001 by D. Lachar, Ph.D., psychologist and Professor at the University of Texas-Houston Medical School; 6) an email from Dr. Lachar to Dr. Scheibe, dated 12-8-04, in which he explains the diagnostic process he used in the 2001 evaluation; 7) the results of a neuropsychological evaluation conducted in August 2004 by F.W. Theye, Ph.D., a psychologist in the Department of Clinical Neuropsychology at the Marshfield Clinic in Marshfield, Wisconsin; 8) a letter to Dr. Scheibe from Dr. Theye, dated 11-23-04, in which he provides scores based on age-based norms from the August 2004 evaluation; 9) a letter from C.M. Featherman, Ph.D. Assistant Vice President, Examinee Support Services at NBME, dated 3-24-03, in which she informs Dr. Scheibe that his earlier request for accommodations on Steps 1 and 2 of the USMLE had been denied; 10) a letter from your office, dated 11-10-04, in which you

describe to Dr. Scheibe the type of updated information he would need to submit to the NBME as a part of his request for accommodations; 11) a letter to Dr. Scheibe from J. Orlemann, Case Coordinator in Disability Services at the NBME, dated 12-7-04, in which she requests that Dr. Scheibe obtain additional information from Dr. Lachar regarding the scores reported in his 2001 assessment; 12) a letter from Dr. Lachar to Ms. Orlemann, dated 12-16-04, in which he provides the requested scores and offers additional support for Dr. Scheibe's request for accommodations; 13) photocopies of Dr. Scheibe's school transcripts from a) elementary school in Sheboygan, Wisconsin (1974-1981), b) high school in Marshfield, Wisconsin (1984-1987), c) undergraduate college years at Marquette University and the University of Wisconsin-Milwaukee (1987-1991), d) law school at Marquette University and the University of Houston (1991-1995) and e) medical school at the University of Texas-Houston Medical School (1997-2003); and 14) the results of previous standardized testing, including a) Stanford Achievement Test results from 1978, 1979, 1980 and 1981, b) Differential Aptitude Test results from 1982 and 1983, and c) Stanford Test of Academic Skills results from 1984 and 1986.

According to the documentation provided by Dr. Scheibe, he had no previous history of evaluations before 2001. He states that he has always been a slow reader and that he frequently found it difficult to complete assignments and examinations in the time allowed. Despite this reported difficulty, Dr. Scheibe was a highly successful student throughout his early academic career. A review of the transcripts he provided indicates mostly grades of 'A' with some grades of 'B' while an elementary school student. In high school he received no grade lower than 'A-' and graduated 6th in a class of 281 students. Significantly, this was apparently achieved without educational accommodations of any type. He obtained consistently good grades (all within the 'A' and 'B' range) in his undergraduate work at Marquette University and graduated cum laude with a 3.53 grade point average, again without having received accommodations. In law school his grades were in the 'A/B' range while attending Marquette University and in the 'B/C' range following his transfer to the University of Houston. While in medical school, Dr. Scheibe was required to repeat two courses but obtained otherwise passing grades. Concerns about his difficulties in medical school, especially on board examinations, led him to seek a psychological evaluation from D. Lachar, Ph.D. at the University of Houston in September and October 2001.

Dr. Lachar's evaluation of Dr. Scheibe's mental ability (using the Wechsler Adult Intelligence Scale-III (WAIS-III)) indicated that his Verbal IQ score (113) placed him in the High Average range, while his Performance (nonverbal) abilities were higher (124) and fell within the Superior range. Dr. Scheibe's overall mental ability fell at the upper end of the High Average range (119), a score that is identical to one obtained on the Otis-Lennon intelligence test when Dr. Scheibe was in sixth grade (according to his elementary school transcript). All index scores on the WAIS-III were in the High Average to Superior range. Dr. Lachar's testing further indicated that Dr. Scheibe was performing in the Average level or higher in all tests measuring memory functioning and in the Average to Superior range on a number of tests assessing reading and mathematical skills. According to Dr. Lachar's report, Dr. Scheibe did score poorly on one measure of reading, the Nelson-Denny Reading Test. On this measure, Dr. Scheibe's vocabulary was determined to be High Average, his comprehension Average, and reading rate Low Average. Dr. Lachar appears to rely heavily on Dr. Scheibe's low reading rate score in providing Dr. Scheibe with the diagnosis of Reading Disorder. Unfortunately, the reading rate score from the Nelson-Denny is problematic; it is obtained by simply asking the examinee to report how many words he has read during a single 60-second interval. It tends

to not be a reliable measure and a number of studies have questioned its validity as a measure of reading speed. The use of the Nelson-Denny in the diagnostic setting is discouraged by many professionals. Moreover, the reliance on a single score to provide a diagnosis is a practice that may lead to errors in diagnostic decision making. I note from the score summary sheet provided by Dr. Lachar that all other tests of reading administered (from the Woodcock-Johnson Psychoeducational Battery-3rd Edition: WJ-III) yielded scores in the Average range or higher. Importantly, Dr. Scheibe's score on the WJ-III's Reading Fluency measure, a different (and more technically sound) measure of reading speed and fluency, fell at the lower limits of the High Average range (standard score of 110). In my opinion, these results are not consistent with the diagnosis of Reading Disorder using the DSM-IV criteria. All other scores reported by Dr. Lachar in his report fall within the Average range or higher, with many at least one standard deviation above average. In conclusion, Dr. Lachar's testing did not provide evidence to support Dr. Scheibe's claim that he had significant learning disabilities that would qualify him for accommodations under the Americans with Disabilities Act (ADA).

In Dr. Scheibe's most recent evaluation, completed by Dr. Theye in August 2004, the results again led to the diagnosis of Reading Disorder. In reviewing Dr. Theye's report, I note that much of his discussion is not of current test results, but rather his interpretation of Dr. Lachar's results as well as those obtained on standardized tests while Dr. Scheibe was an elementary school student. Dr. Theye carefully discusses a number of these latter scores, which he states are indicative of a learning disability. I would begin my criticism of this approach by pointing out that these types of group administered achievement tests are not considered useful in the diagnosis of learning disabilities; they lack the necessary reliability (and hence, validity) to serve that role. Additionally all of Dr. Theye's discussion of these scores focuses on relative weaknesses and discrepancies among scores and not the degree of impairment relative to average functioning individuals. For example, in the seventh grade, Dr. Scheibe received a 'total reading' standard score on the Stanford Achievement Test that placed him at the 84th percentile, a result that puts him solidly within the High Average range. He obtained a 'total math' score on this same test that placed him in the Very Superior range (at the 99th percentile). Dr. Theye appears to use this difference in test scores to support the diagnosis of a reading disorder; that is, because Dr. Scheibe scored substantially lower on the total reading score than the total math score, he must therefore have had a reading disorder, according to Dr. Theye's thinking. However, Dr. Theye is not considering the fact that the reading score is solidly above average, and that such a score cannot be taken as indicative of a disability. It does appear that Dr. Scheibe's math skills were stronger than his reading skills at that time, but such variability across scores is commonplace among children and adults and is not by itself indicative of a disability in any way. My review of all of the standardized test scores shows that all showed that Dr. Scheibe had at least average achievement, regardless of the grade in which the testing was completed or the subject being tested. This is also not a result that is supportive of a diagnosis of a learning disability. Dr. Theye did administer six reading-related tests from the Woodcock-Johnson Psychoeducational Battery-3rd Edition and the Wechsler Individual Achievement Test-2 (WIAT-2). I note from Dr. Theye's report that all of these measures (which assessed word identification, reading rate and fluency and comprehension) yielded scores that placed Dr. Scheibe in the Average range or higher. Dr. Theye states that the WJ-III Reading Fluency score (a percentile of 54, which corresponds to a standard score of 102) is "remarkable" in comparison to Dr. Scheibe's other, higher, scores. Again, this score is somewhat lower (although not significantly so) than Dr. Scheibe's word identification and comprehension scores, but it is Average and as such can not be taken as evidence for a disability that causes a significant functional

impairment in comparison to others of the same age from the general population.

To qualify for the requested accommodation under the Americans with Disabilities Act (ADA) it must have been demonstrated that Dr. Scheibe is unable to learn and achieve without accommodation at an average or better level in comparison to a representative sample of his peers from the general population. However, in evaluating all of the information provided by Dr. Scheibe to support his request for an extended time accommodation, I did not see sufficient evidence to support the diagnosis that has previously been provided, and as a result, I do not consider Dr. Scheibe's request for this accommodation to be warranted. Thus, my recommendation is that you deny Dr. Scheibe's request for accommodations for Step 2 (CK) of the USMLE.

Please feel free to contact me again if you have any questions about my evaluation of Dr. Scheibe's submitted documentation or if I may provide you with any additional information regarding Dr. Scheibe's request for accommodations.

Sincerely,

Steven G. Zecker, Ph. D.
Clinical Psychologist
Illinois Registration 071-003595



National Board of Medical Examiners®
3750 Market Street
Philadelphia, PA 19104-3102
215.590.9500

CONFIDENTIAL

January 24, 2005

Trenton J. Scheibe
1529 N Peach Ave
Marshfield, WI 54449

RE: USMLE Step 2 CK

USMLE ID#: 5-058-603-1

Dear Dr. Scheibe:

We have carefully reviewed your request for test accommodations for the United States Medical Licensing Examination (USMLE) Step 2 Clinical Knowledge (CK) and accompanying material in accordance with USMLE guidelines for examinees with disabilities and within the framework of the Americans with Disabilities Act (ADA). We consulted an expert in the field of disorders of learning to assist us in reviewing the documentation.

Learning difficulties of sufficient severity to substantially compromise reading and learning are generally recognized as being developmental in nature. Consequently, it is expected that chronic and pervasive difficulties with learning will emerge during childhood. Individuals with learning disabilities typically present a long history of academic difficulties and poor achievement dating back to elementary school. The documentation that you provided does not indicate that you have had a longstanding history of an inability to read at a level commensurate with same age peers. You have not provided any original school records verifying childhood learning problems, psychological testing, or identification for special services.

Professionally recognized diagnostic standards for a learning disability presume the existence of an underlying central nervous system dysfunction which is reflected in normative deficits in cognitive functioning and in related areas of academic functioning. Additionally, the *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV)* diagnostic criteria include the requirement that the disturbance "significantly interfere with academic achievement."

Although you report that you have always been a slow reader, your history of academic progress does not indicate that you experienced substantial difficulties in your ability to read and learn. On the contrary, the records you provided indicate that you achieved grades of A and B in elementary school and no grade lower than A- in high school, ranking 6th in your senior class of 281 students. You performed in the Average range and above on timed, standardized tests without accommodations, such as the Stanford Achievement Test, the ACT, and SAT. Your college transcripts indicate that you graduated with honors from Marquette University with a grade point average of 3.53, and achieved a law degree from the University of Houston, all without accommodations. It appears that you did not seek evaluation or accommodation prior to your fourth year of medical school in 2001.

In his letter dated December 16, 2004, Dr. David Lachar provided your October 2001 *Nelson Denny Reading Test (NDRT)* scores which indicate High Average range vocabulary, Average range comprehension, and Low Average range reading speed. While your evaluators appear to

rely heavily on the *NDRT* Reading Rate score in their diagnostic assignment of Reading Disorder, the *NDRT* is a screening test not intended for individual diagnosis. In addition, the *NDRT* Reading Rate is not considered a reliable measure of reading efficiency as it is determined on the basis of a single, one-minute sample of words-per-minute. All other tests of reading administered by Dr. Lachar and Ms. Gonzalez yielded scores in the Average range or higher. Furthermore, your performance on the *Woodcock-Johnson, Third Edition (WJ-III)* Reading Fluency subtest, a different and more technically sound measure of reading speed and fluency, fell at the lower limits of the High Average range.

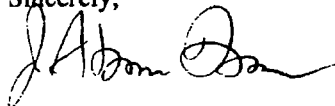
According to your August 2004 evaluation report, your performances on all administered reading related subtests from the *WJ-III* and the *Wechsler Individual Achievement Test, Second Edition (WIAT-II)* fell in the Average range or higher. Your evaluator, Dr. Fred W. Theye, appears to base his diagnosis of Reading Disorder on reported discrepancies between and among your performances on various measures of intellectual ability and academic achievement. While relative differences may exist among your scores, they are all well within the range of average functioning and do not demonstrate cognitive or academic deficits that substantially impair your ability to read or learn compared to same age peers in the general population.

Accommodations are intended to provide equal access to the USMLE testing program for individuals who are covered under the Americans with Disabilities Act (ADA). A diagnostic label, in and of itself, does not establish coverage under the ADA. Regulatory decisions and case law have established that the ADA covers individuals who are "substantially limited" in a major life activity as the result of a disability. Determination of whether an individual is substantially limited in functioning as compared to most people is based on assessment of the current impact of the identified impairment. Performance on standardized tests and attending medical school are not defined by the law or accompanying regulations as major life activities. Working harder than others and performing below one's expectations on standardized examinations in a competitive academic environment are highly subjective judgments that even if possible to quantify, are not reflective of impaired functioning.

Overall, the documentation that you provided indicates at least average performances on a range of cognitive and academic tasks and does not demonstrate any deficits that substantially impair your ability to read or learn. Based on the information that you have provided, it appears that you are not substantially impaired in one or more major life activities. Your documentation does not demonstrate that you meet the Americans with Disabilities Act standard of disability. Consequently, I must inform you that we are unable to provide you with the requested accommodations.

We will advise Applicant Services to process your exam application without test accommodations. You may inquire at usmlereg@nbme.org or call Applicant Services directly at (215) 590-9700 with any questions about your scheduling permit.

Sincerely,



J. Abram Doane, MA, JD
Manager, Disability Services
ADA Compliance Officer, Testing Programs

JAD/cef